21st Century Community Learning Center Site Interview Protocol
(Center Director)

Current Role and Professional Background

1. Please tell me about your role and history at this center. *(Probe for additional details in the following areas.)*
   a. What are your responsibilities?
   b. How many hours per week do you work at this center?
   c. How long have you been working at this center? In this organization?
   d. What other positions have you held here?
2. What is your professional background? *(Probe for additional details in the following areas.)*
   a. What previous teaching or youth work experience do you have?
   b. What is your educational background?
   c. What kind of coursework or professional development have you had that relates to your current role? Has any of this been paid for through 21st Century grant activities?
   d. Do you have a teaching credential or some other kind of credential or license in youth development or child and youth care?

Center Objectives and Program Offerings

3. What are the three most important objectives of your center? How were those objectives developed? *(Probe for additional details in the following areas.)*
   a. How do academics and academic goals fit within these overall objectives?
   b. How do you see your role as a 21st Century center in contributing to student learning, in contrast to the school's or parents' roles?
   c. To what extent did people who wrote the grant determine the focus of the center? Of the programs you lead here?
   d. To what extent did state guidance on program requirements determine the focus of the center? Of the programs you lead here?
   e. What kinds of outcomes do you track for evaluation purposes? How well aligned are these with your primary objectives?
   f. Within the center, how do you measure success?
4. What programs and activities do you offer?
5. If this 21st Century Center is a state-approved Supplemental Educational Service (SES) provider,
   a. For how many students does your center provide tutoring through your SES funds?
   b. How do you decide what services to offer students (e.g., do you assess students, do you receive guidance from teachers)?
   c. How do you coordinate your tutoring with students' regular school-day teachers?

6. What kind of collaboration, if any, does your 21st Century Center have with other SES providers?
   a. Does your 21st Century Center work with SES providers to refer students to the center, or vice versa?
   b. Do you or your colleagues coordinate the services you offer students with those offered by partner organizations who deliver SES?

Staffing

7. Please tell me about the people who staff this center. *(Probe for additional details in the following areas.)*
   a. How many staff do you have who are full-time, part-time?
   b. How many volunteers are working at the center on any given day?
   c. What are the educational backgrounds of staff at this center? Of volunteers?
   d. What kinds of relevant professional experience do they have?
   e. What are the different staff roles here? How are those roles determined? How good would you say is the match between staff's backgrounds' and training and the roles they perform at the center?
   f. How long have most of the center staff been involved with the 21st Century center activities? How long have most of them been in the organization or at the school?
   g. How competitive are salary and benefits for staff here, given their educational backgrounds and experience?
8. What do you look for when hiring staff? What challenges have you faced in terms of hiring and retaining high-quality staff members? What recruiting strategies have been the most effective?
9. What kinds of professional development opportunities do you and your staff members participate in? *(Probe for additional details in the following areas.)*
   a. What forms of professional development (e.g., formal training, site-based training, mentoring) are offered?
   b. In what topic areas (tutoring, state standards, classroom management, etc.) is professional development offered?
   c. Is professional development targeted more toward staff interest or student needs? If student needs, what types of needs figure most strongly in decisions about how to focus professional development?
   d. Who coordinates professional development?
   e. Who sponsors or funds professional development?
   f. Who participates, and how often? How is participation decided?

Activities That Support Academic Development in Reading and Mathematics

10. Tell me about the activities that are designed to improve students' reading and math skills. *(Probe for additional details in the following areas.)*
    a. What kinds of activities does your center offer to support students' reading and math skills? What do these activities involve? How often are they offered and how long does each activity typically last (e.g., an hour, afternoon, week, semester)?
    b. How are these activities selected or developed?
    c. How many students participate in a given week?
    d. How do you decide which staff members are involved in reading or math activities?
    e. What are the key strategies you use to improve students' reading and math skills?
    f. What kinds of materials are available for staff and student to use in these activities? (Ask for copies of students' textbooks, supplemental educational materials.)
    g. How do you measure students' academic growth in reading or math activities?
    h. What do you see as the main strengths and weaknesses of the materials and activities you use to improve students' reading skills?
    i. What do you see as the main strengths and weaknesses of the materials and activities you use to improve students' mathematics skills?
    j. What challenges do you face in trying to improve students' reading and math skills?

Student Needs Assessment

11. How do you assess students' academic needs? What kinds of student data do you collect here at the center? How often do you collect those data? What other kinds of student data do you use (e.g., student performance data, IEPs, conversations with teacher)?
12. In what ways do you use student data (e.g., reporting student progress to schools, assigning students to special groups)?
13. How do you use what you know about your students' needs to select or develop program activities?
14. How, if at all, does the student's school help you to identify and meet students' academic needs?

Program Communication and Coordination with Schools

15. Please describe your coordination and communication with your students' schools. *(Probe for additional details in the following areas.)*
    a. How often do you communicate with school staff? What, typically, is the mode of communication? Who typically initiates the communication?
    b. What types of information are shared in these interactions (student progress, programming information, etc)?
    c. How do you use information from school staff in your programming at this center?
    d. How would you characterize the relationship this center has with the schools your students attend?

16. What are some of the key barriers and facilitators to communication with schools?

Program Communication and Coordination with Families

17. Please describe your coordination and communication with your students' families. *(Probe for additional details in the following areas.)*
    a. How often do you communicate with parents or caregivers? What, typically, is the mode of communication? Who usually initiates the communication?
    b. What kinds of feedback do you provide to families about student progress, attendance, etc.?
    c. What opportunities are available at this center for family members to participate in or help shape programming?
    d. What are some challenges you have faced in communicating with parents and involving them in center activities?

Enrichment Activities

18. What types of other activities do you offer that aim to build students' intellectual capabilities or academic skills? *(Probe for additional details in the following areas.)*
    a. What are the objectives of these activities at this center?
    b. How salient are the "academic" components of these activities to students (i.e., are they in the background or foreground for students)?
    c. How do you and your staff select or develop these types of activities?
    d. Do these activities ever incorporate extended student projects? If so,
        i. What are some of the topics of projects?
        ii. How often do they last for more than a week?
        iii. Are the projects ever completed for an external audience?
        iv. Do students usually have some say in what the project is all about?
        v. What aspects of projects are students given responsibility for?
        vi. How are the students grouped for the projects?
        vii. Do the projects have a final product of some kind that students make? If so, what are some of the products?
19. How do students respond to project-based learning activities? *(Probe on engagement, motivation, skill development, knowledge construction, etc.)*

Closing

20. Is there anything else you would like to mention about your center that we have not covered?